

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
<b>Unit I: Historical Fiction/Biographical and Historical Fiction Narrative ADV: 4-5 weeks PRO: 6 weeks ASI: 6 weeks</b>							
<p>What do good readers do? Am I clear about what I just read? How do I know?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>	<p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>POWER</b> RL.7.1-Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.</p>	<p>I can define textual evidence using “word for word” support. I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (“based on what I’ve read, it’s most likely that...”). I can read closely and find answers explicitly in text (right there answers) and answers that require an inference. I can analyze an author’s words and determine multiple pieces of textual evidence needed to support both explicit and inferential questions.</p>	<p><b>Formative</b> <b>Common Baseline to include M/C, short constructed response, persuasive essay---</b></p> <p><b>Summative</b> <b>Unit 1 summative to include M/C &amp; short constructed responses</b></p>	<p><b>SS</b> <b>6.2.8.A.3.a</b> Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.</p> <p><b>SS</b> <b>6.2.8.A.3.b</b> Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures</p>	<p>9.1.8.D.2 Demonstrate the ability to understand inferences.</p> <p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills</p>

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
						of classical civilizations.	
What do good readers do? Am I clear about what I just read? How do I know?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summarize of the text.	POWER RL.7.2-Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas	I can define theme (a central idea or lesson the author is revealing). I can analyze plot (the events that happen) to determine a theme (author's overall message). I can determine key events over the course of the text that contributes to the theme. I can define summary (a shortened version of the text that states its key points). I can compose an objective summary stating the key points of the text without adding my own opinions or feelings.	<b>Formative</b> <b>Common Baseline to include M/C, short constructed response, persuasive essay---</b>  <b>Summative</b> <b>Unit 1 summative to include M/C &amp; short constructed responses</b>	<b>SS</b> <b>6.2.8.D.3.c</b> Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.	9.1.8.D.2 Demonstrate the ability to understand inferences.  9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
<p>What do good readers do? Am I clear about what I just read? How do I know?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>	<p>Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p>RI.7.2-Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</p>	<p>I can define central idea (main point in a piece of writing).</p> <p>I can determine how an author’s use of details conveys (makes known) two or more central ideas in a text.</p> <p>I can analyze how central ideas are developed over the course of a text.</p> <p>I can define summary (a shortened version of the text that states its key points).</p> <p>I can compose an objective summary stating the key points of the text without adding my own opinions or feelings.</p>	<p><u>Formative</u> <b>Common Baseline to include M/C, short constructed response, persuasive essay</b> <u>Summative</u> <b>Unit 1 summative to include M/C &amp; short constructed responses</b></p>	<p>SS 6.2.8.C.1.b Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.</p>	<p>9.1.8.B.1 Use multiple points of view to create alternative solutions</p>

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
<p>In what ways does creative choice impact an audience? Whose story is it, and why does it matter?</p>	<p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p>	<p>Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p>RI.7.8-Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>I can identify the side of an argument an author presents in a text.</p> <p>I can determine the credibility of the author and his/her purpose (who wrote it, when it was written, and why it was written).</p> <p>I can identify claims that are supported by fact(s) and those that are opinion(s).</p> <p>I can evaluate an argument using the evidence an author provides and determine if the evidence provided is relevant and sufficient enough to support the claim.</p>	<p><u>Formative</u> <b>Common Baseline to include M/C, short constructed response, persuasive essay</b></p> <p><u>Summative</u> <b>Unit 1 summative to include M/C &amp; short constructed responses</b></p>	<p>SS <b>6.2.8.B.4.g</b> Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations</p> <p>SCI. 8.5.1.8.D.1 - [Cumulative Progress Indicator] - Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences</p>	<p>9.1.8.B.1 Use multiple points of view to create alternative solutions</p> <p>9.1.8. D.1 Employ appropriate conflict resolution strategies.</p>

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
Author's choice: Why does it matter? What makes a story a "great" story?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, technical meanings; analyze the impact of a specific word choice on meaning and tone	RI.7.4- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<p>I can define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia).</p> <p>I can distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean).</p> <p>I can recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling).</p> <p>I can recognize words that have technical meaning and understand their purpose in a specific text (e.g., "stem" in an article about flowers versus "stem" in an article about cell research).</p> <p>I can analyze why authors choose words and phrases (tone) to create an overall meaning and mood for the reader.</p>	<p><u>Formative</u> <b>Common Baseline to include M/C, short constructed response, persuasive essay</b></p> <p><u>Summative</u> <b>Unit 1 summative to include M/C &amp; short constructed responses</b></p>	<p>SS 6.2.8.C.1.b Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.</p>	9.1.8.D.2 Demonstrate the ability to understand inferences
What makes writing "clear"? What makes a difference?	Producing clear ideas as a writer involves selecting	Produce clear and coherent writing in which the development,	W.7.4- Produce clear and coherent writing in which the development,	I can identify the writing style (argument, informative/explanatory, or narrative) that best fits my	<u>Formative</u> <b>Baseline persuasive essay</b>	<p>SCI. 8.5.1.8.C.2 - [Cumulative Progress</p>	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
Final Produce: What does it tasks?	appropriate style and structure for an audience and is strengthened through revision and technology.	organization, and style are appropriate to task, purpose, and audience.	organization, and style are appropriate to task, purpose, and audience.	task, purpose, and audience. I can use organizational/formatting structures graphic organizers) to develop my writing ideas. I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.	<u>Summative</u> <b>On Demand persuasive essay</b>	Indicator] - Revise predictions or explanations on the basis of discovering new evidence, learning new information, or using models.	behaviors that impact critical thinking and problem-solving skills  9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom
What makes writing “clear”?  What makes a difference?  Final Produce: What does it tasks?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.7.5-With some guidance and support from peers and adults develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	I can use prewriting strategies to formulate ideas (e.g., graphic organizers, brainstorming, lists). I can recognize that a well-developed piece of writing requires more than one draft. I can apply revision strategies (reading aloud, checking for misunderstandings, adding and deleting details, etc.) with the help of others. I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. I can prepare multiple drafts using revisions and edits to develop and strengthen my writing.	<u>Formative</u> <b>Baseline Persuasive essay</b>  <u>Summative</u> <b>Baseline Persuasive essay</b>	SS 6.2.8.C.1.b Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures  SCI. 8.5.1.8.C.2 - [Cumulative Progress Indicator] - Revise predictions or explanations on	9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
				I can recognize when revision, editing, and rewriting are not enough, and I need to try a new approach.		the basis of discovering new evidence, learning new information, or using models	

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
<p>What makes collaboration meaningful? Making meaning from a variety of sources: What will help?</p>	<p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p>	<p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>SL.7.3- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>I can identify the side of an argument a speaker presents.</p> <p>I can determine the credibility of a speaker and his or her purpose.</p> <p>I can identify claims that are supported by fact(s) and those that are opinion(s).</p> <p>I can evaluate if a speaker's argument is reasonable (sound) using evidence he/she provides to support his/her claims.</p> <p>I can determine if a speaker has provided enough relevant evidence to support his/her claim or argument.</p>	<p><u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, and journal writes, lit letters, quick writes, etc. the student will determine and emphasize important points in supporting evidence (e.g., claims, findings, descriptions, facts, details, etc).</p> <p><u>Summative</u> Create a presentation of information using appropriate eye contact, adequate volume, and clear pronunciation</p>	<p>SCI. 8.5.1.8.D.1 - [Cumulative Progress Indicator] - Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences</p>	<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills</p> <p>9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</p> <p>9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom</p>

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
<p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>I can infer the meaning of unknown words using context clues (e.g., definitions, synonyms/antonyms, restatements, examples found in surrounding text). I can recognize and define common Greek and Latin affixes and roots (units of meaning). I can break down unknown words into units of meaning to infer the definition of the unknown word. I can verify my inferred meaning of an unknown word by consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses).</p>	<p><b>L.7.4</b>-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of</p>	<p>I can infer the meaning of unknown words using context clues.</p> <p>I can recognize and define common Greek and Latin affixes and roots.</p> <p>I can break down unknown words into units of meaning to infer the definition of the unknown word.</p> <p>I can verify inferred meaning of an unknown word by consulting general and specialized references materials.</p>	<p><u>Formative</u> <b>Common Baseline to include M/C, short constructed response, persuasive essay</b></p> <p><u>Summative</u> <b>Unit 1 summative to include M/C &amp; short constructed responses</b></p>	<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills</p> <p>9.1.8.D.2 Demonstrate the ability to understand inferences.</p>	

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
			<p>speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>				

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
<b>Unit II: Realistic Fiction/Social Justice and Argumentative Essay ADV: 4-5 weeks PRO: 6 weeks ASI: 6 weeks</b>							
Author's Choice: Why does it matter? What makes a good story a "great" story?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Analyze how a drama's or a poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	<b>POWER RL.7.5-</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	I can recognize the differences between the form/structure used in stories and the form/structure used in dramas and poems. I can analyze the structure of a drama and explain how parts of the drama affect the overall meaning/message (e.g., A soliloquy provides the reader with information not given to the other characters.). I can analyze the form/structure of a poem (e.g., rhyming, line breaks, and free verse) and explain how a poet's choice of the form/structure affects the overall meaning.	<u>Formative</u> <b>Common Baseline to include M/C, short constructed response,</b>  <u>Summative</u> <b>Unit 2 Summative to include 8 M/C, short constructed response</b>	<b>SS 6.2.8.D.3.f</b> Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.	9.1.8.D.2 Demonstrate the ability to understand inferences.
What do good readers do? Am I clear about what I just read? How do I know?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals	<b>RI.7.3-</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	I can explain how the individuals, events, and/or ideas in a text affect one another. I can analyze interactions between individuals, events, and/or ideas in a text. I can infer how interactions between individuals, events, and/or ideas would be different if one of these	<u>Formative</u> <b>Common Baseline to include M/C, short constructed response,</b>  <u>Summative</u> <b>Unit 2 Summative to include 8 M/C, short constructed response</b>	<b>SCI. 8.5.1.8.D.1 -</b> [Cumulative Progress Indicator] - Engage in multiple forms of discussion in order to process, make sense of, and learn from	9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.  9.1.8.C.2 Demonstrate the use of compromise,

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21st Century Connections
		influence ideas or events).		elements changed.		others' ideas, observations, and experiences  SS 6.2.8.D.4.e Assess the demographic, economic, and religious impact of the plague on Europe.	consensus, and community building strategies for carrying out different tasks, assignments, and projects.
What do good writers do? What's my purpose and how do I develop it?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	Writing informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.7.2-Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting	I can select a topic and identify and gather relevant information (e.g., facts, definitions, details, quotations, and examples) to share with my audience. I can define common organizational/formatting structures and determine the structure(s) that will allow me to organize my information best. I can analyze the information, identify vocabulary specific to my topic, and organize information gathered using my chosen structure(s). I can present my information in a formal style that includes an introduction that previews what is to	<u>Formative</u> <b>Common Baseline persuasive</b>  <u>Summative</u> <b>Unit 2 On Demand Argumentative</b>	SCI 5.1.8.A.1: Demonstrate understanding and use interrelationships among central scientific concepts to revise explanations and to consider alternative explanations.	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills  9.1.8.B.1 Use multiple points of view to create alternative solutions

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	<u>Assessment Formative and Summative</u>	Inter-disciplinary Connections	21st Century Connections
			<p>(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>follow, supporting details, transitions (to clarify when I move from one idea to another), and provide a concluding statement/section that supports the information presented.</p>			

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	<u>Assessment</u> <u>Formative and</u> <u>Summative</u>	Inter-disciplinary Connections	21st Century Connections
<p>What do good researchers do? “Cut and Paste:” What’s the problem?</p>	<p>Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.7.9-Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>I can define textual evidence (“word for word” support). I can determine textual evidence that supports my analysis, reflection, and/or research. I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.</p>	<p><u>Formative</u> <b>Common Baseline persuasive</b>  <u>Summative</u> <b>Unit 2 On Demand Argumentative</b></p>	<p>SS 6.2.8.B.2.b Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts, and determine the geopolitical impact of these civilizations, then and now.  6.2.8.B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river  6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various ancient</p>	<p>9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects</p>

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
						river valley civilizations.	
What makes a presentation “great”? “What I say versus “how I say it”, does it really matter?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and appropriate use of language.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.7.4-Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	I can determine salient (important/key) points and emphasize them when presenting my claims and/or findings. I can support my claims and/or findings with pertinent descriptions, facts, and details that support the main idea or theme. I can present my information using appropriate eye contact, adequate volume, and clear pronunciation.	<u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, and journal writes, lit letters, quick writes, etc. the student will determine and emphasize important points in supporting evidence (e.g., claims, findings, descriptions, facts, details, etc).  <u>Summative</u> Create a presentation of information using appropriate eye contact, adequate volume, and clear pronunciation.	SCI. 8.5.1.8.D.1 - [Cumulative Progress Indicator] - Engage in multiple forms of discussion in order to process, make sense of and learn from others' ideas, observations, and experiences	9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.  9.1.8.B.1 Use multiple points of view to create alternative solutions  9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	<u>Assessment</u> <u>Formative and</u> <u>Summative</u>	Inter-disciplinary Connections	21st Century Connections
When a word doesn't make sense, what can I do to figure it out? How do I use what I know to figure out what I don't know?	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	Demonstrate understanding of word relationships and nuances in word meanings.	<b>L.7.5</b> -Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	I can define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia). I can distinguish between literal meaning (it means exactly what it says) and figures of speech (sometimes what you say is not exactly what you mean). I can recognize word relationships and use the relationships to further understand multiple words (e.g. Sympathetic/apathetic). I can recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). I can analyze how certain words and phrases that have similar denotations (definitions) can have very different connotations (feelings).	<u>Formative</u> <b>Common Baseline to include M/C, short constructed response.</b>  <u>Summative</u> <b>Unit 2 Summative to include 8 M/C, short constructed response</b>		9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills  9.1.8.D.2 Demonstrate the ability to understand inferences.

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	<u>Assessment</u> <u>Formative and</u> <u>Summative</u>	Inter-disciplinary Connections	21st Century Connections
<p>How does situation affect meaning?</p> <p>How does an author's choice impact an audience?</p>	<p>Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.</p>	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p><b>L.7.3</b>-Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p>I can choose words, phrases, and clauses that express my ideas precisely and concisely.</p> <p>I can recognize and eliminate areas of wordiness and/or redundancy to make language clear and concise for the reader/listener.</p>	<p><u>Formative</u> <b>Common Baseline persuasive</b></p> <p><u>Summative</u> <b>Unit 2 On Demand Argumentative</b></p>		<p>9.1.8. E.4 Determine the undesired consequences of unethical uses of media.</p>

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
<b>Unit III: Informational/Science Fiction ADV: 4-5 weeks PRO: 6 weeks ASI: 6 weeks</b>							
Author's Choice: Why does it matter? What makes a story a "great" story?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetition of sounds (e.g. alliteration) on a specific verse or stanza of a poem if section of a story or drama.	RL.7.4- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	I can define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia). I can distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean). I can recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). I can analyze why authors use rhyme and repetition of sounds (alliteration and assonance) to impact the reader and draw him/her to a particular section of the text.	<u>Formative</u> Through a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, journal writes, lit letters, quick writes, illustrations etc. the student will identify and distinguish between figurative, denotative and connotative language, and author's use of rhyme and repetition of sounds to impact the reader and draw him/her to a particular section of text.  <u>Summative</u> Take a quiz/test (e.g., read passage and respond to a variety questioning techniques i.e. multiple choice, true	<b>SS 6.2.8.C.3.c</b> Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills  9.1.8.D.2 Demonstrate the ability to understand inferences

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
					false, short answer, etc.), or create a project (e.g., illustration, poster, model, or computer generated work, etc.) identifying and distinguishing between figurative, denotative and connotative language, and author's use of rhyme and repetition of sounds to impact the reader and draw him/her to a particular section of text..		
In what ways does creative choice impact an audience? Whose story is it, and why does it matter?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	RL.7.9-Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	I can define historical fiction (fictional story set in the past). I can compare (analyze the similarities) a fictional portrayal of a time, place, or character and a historical account of the same time, place, or character. I can contrast (analyze the differences) a fictional portrayal of a time, place, or character and a historical account of the same time, place or character. I can analyze how authors use or alter historical facts	<u>Formative</u> Through a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, journal writes, lit letters, quick writes, illustrations etc. the student will identify and distinguish between figurative, denotative and connotative		9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
				to develop their own fictional stories.	<p>language, and author’s use of rhyme and repetition of sounds to impact the reader and draw him/her to a particular section of text.</p> <p><u>Summative</u> Take a quiz/test (e.g., read passage and respond to a variety questioning techniques i.e. multiple choice, true false, short answer, etc.), or create a project (e.g., illustration, poster, model, or computer generated work, etc.) identifying and distinguishing between figurative, denotative and connotative language, and author’s use of rhyme and repetition of sounds to impact the reader and draw him/her to a particular section of text</p>		

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
<p>What do good readers do? Am I clear about what I just read? How do I know?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>	<p><b>RI.7.1</b>-Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.</p>	<p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>I can define textual evidence using “word for word” support. I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (“based on what I’ve read, it’s most likely that...”). I can read closely and find answers explicitly in text (right there answers) and answers that require an inference. I can analyze an author’s words and determine multiple pieces if textual needed to support both explicit and inferential questions.</p>	<p><u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, journal writes, lit letters, quick writes, etc. the student will define textual evidence and inference, explain how a reader uses textual evidence to reach a logical conclusion, read closely, and analyze author’s words to find explicit and inferential answers.</p> <p><u>Summative</u> Take a quiz/test (e.g., read passage and respond to a variety questioning techniques i.e. multiple choice, short answer, etc.), create a project (e.g., illustration, poster, model, or computer generated</p>	<p><b>SS</b> <b>6.2.8.C.1.b</b> Determine the impact of technological advancements on hunter/gatherer and agrarian societies.</p> <p><b>SS</b> <b>6.2.8.C.4.a</b> Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.</p> <p><b>SS</b> <b>6.2.8.C.4.b</b> Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of</p>	<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills</p> <p>9.1.8.E.3 Differentiate between explicit and implicit digital media messages, and discuss the impact on</p>

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
					work, etc.) or write an OEQ based on an informational reading in which the student uses explicit and inferential textual evidence and makes a connection through the use of correct structure, grammar and mechanics.	empires in Eurasia and the Americas.	
<p>What makes writing “clear”?</p> <p>What makes a difference?</p> <p>Final Produce: What does it tasks?</p>	<p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p>	<p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>W.7.6-Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills</p>	<p>I can identify technology (e.g., Word, Publisher, and PowerPoint) that will help me compose, edit, and publish my writing.</p> <p>I can choose credible websites on the Internet that will help me compose, edit, and publish my writing.</p> <p>I can create hyperlinks to sources and use technology (web-based bibliography sites to cite sources.</p> <p>I can collaborate with peers, teachers, and other experts through technology to enhance my writing.</p>	<p><u>Formative</u></p> <p>Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, peer to peer activities, checklists, etc. the student will identify technology, choose credible website for construction and publishing, create hyperlinks and use technology to site sources and collaborate with peer, teachers and other experts through technology</p>		<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills</p> <p>9.1.8.E.3 Differentiate between explicit and implicit digital media messages, and discuss the impact on individuals, groups, and society as a whole.</p> <p>9.1.8.E.4 Determine the undesired consequences of</p>

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
					to enhance writing. - <u>Summative</u> Write and publish a work through the use of technologically based resources (e.g., Prezi, PowerPoint, Photo Story 3, GoAnimate.com, etc.) through the use of correct structure, grammar and mechanics.		unethical uses of media.
Why write?  What do good writers do?	Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.7.10-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	I can recognize that different writing tasks (e.g., journal, reflection, research) require varied time frames to complete. I can determine a writing format/style to fit my task, purpose, and/or audience. I can write for a variety of reasons (e.g., to inform, persuade, describe, and entertain/convey an experience).	<u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, journal writes, lit letters, the writing process through quick writes and process papers, etc. the student will recognize writing tasks, determine writing format/style for task/purpose/audien		9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
					<p>ce, and write to inform, persuade, describe, entertain/convey and experience.</p> <p><u>Summative</u> Write final versions of quick writes and process papers to inform, persuade, describe, entertain or convey an experience through the use of correct structure, grammar and mechanics.</p>		
<p>What makes collaboration meaningful? Making meaning from a variety of sources: What will help?</p>	<p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p>	<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.7.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence</p>	<p>I can review the required material to be discussed and determine key points and/or central ideas. I can create questions and locate key textual evidence to contribute to a discussion on the given topic, text, or issue. I can define the roles and rules necessary for collaborative discussion. I can come prepared with key points and textual evidence to contribute to a discussion. I can track the progress of a discussion and recognize when the discussion is</p>	<p><u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, and journal writes, lit letters, quick writes, etc. the student will determine and emphasize important points in supporting evidence (e.g., claims, findings, descriptions, facts,</p>	<p>SS 6.2.8.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations  SCI. 8.5.1.8.D.1 -</p>	<p>9.1.8.E 3 Differentiate between explicit and implicit digital media messages, and discuss the impact on individuals, groups, and society as a whole.</p>

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
			<p>on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>getting off-topic.</p> <p>I can participate in a discussion by posing questions, responding to questions, and elaborating on my own ideas and/or the ideas of others.</p> <p>I can make relevant observations and use my ideas and comments to bring the discussion back on topic.</p> <p>I can review the key ideas presented by others in a discussion and integrate them with my own when warranted (appropriate).</p>	<p>details, etc).</p> <p><u>Summative</u> Create a presentation of information using appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>[Cumulative Progress Indicator] - Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences</p>	
<p>What makes a presentation "great"?</p> <p>"What I say" versus "how I say it, does it really matter?"</p>	<p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays,</p>	<p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>SL.7.5-Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>I can identify parts of my presentation, including claims, findings, and salient points that could use clarification.</p> <p>I can clarify information using the appropriate media component or visual display.</p>	<p><u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, peer to peer</p>		<p>9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</p> <p>9.1.8.F.1</p>

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
	technology, and appropriate use of language.				<p>activities, checklists, etc. the student will identify and clarify information and use the appropriate media component or visual display for presentation.</p> <p><u>Summative</u> Create an informative presentation using the appropriate media component (e.g., technological or physical presentation component).</p>		Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom
Why do the rules of language matter? Communicating clearly: What does it take?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>L.7.2</b> -Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt). b. Spell correctly.	I can determine when to capitalize words (e.g., proper nouns, “I”, first word in a sentence). I can define coordinate adjectives (two or more adjectives that equally modify a noun) and non-coordinate adjectives (two or more adjectives that do not equally modify a noun). I can determine when adjectives are coordinate and need to be separated by commas. (e.g., My guinea pig has soft, fluffy fur. Hint- If you Place “and” between	<u>Formative</u> Through a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, journal writes, lit letters, the writing process through quick writes and process papers, etc. the student will determine and use proper capitalization		9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
				<p>the adjectives and the sentences make sense, use a comma). I can determine when adjectives are non-coordinate and do not need to be separated by commas (e.g., His cool chocolate milkshake looks good. Hint- if you place “and” between the adjectives and the sentence does not make sense, do not use a comma.). I can identify misspelled words and use resources to assist me in spelling correctly.</p>	<p>of words, define use, and punctuate adjectives correctly, and identify and use resources to correct misspelled words.</p> <p><u>Summative</u> Take a quiz/test (e.g., read passage and respond to a variety questioning techniques i.e. multiple choice, true false, short answer, etc.), create a project (e.g., illustration, poster, model, computer generated work, etc.) or write final versions of quick writes, and process papers to inform, persuade, describe, entertain/convey an experience through the use of correct structure, grammar and mechanics.</p>		

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
<b>Unit IV: Mystery and Explanatory Writing ADV: 4-5 weeks PRO: 5-6 weeks ASI: 6 weeks</b>							
<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>How do I know?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>	<p><b>POWER ANCHOR</b> RL.7.3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>I can identify the elements of a story or a drama (e.g., plot, character, and setting).</p> <p>I can explain how the elements of a story or drama interact and affect one another.</p> <p>I can recognize how making a change to one element of the story or drama could affect the other elements.</p>	<p><u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, and journal writes, lit letters, quick writes, etc. the student will identify and explain how the elements of a story or drama interact and affect other elements.</p> <p><u>Summative</u> Take a quiz/test (e.g., read passage and respond to a variety questioning techniques i.e. multiple choice, short answer, etc.), create a project (e.g., illustration,</p>	<p><b>SS 6.2.8.D.2.c</b> Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.</p>	<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills</p>

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	<u>Assessment Formative and Summative</u>	Inter-disciplinary Connections	21st Century Connections
					poster, model, computer generated work, etc.) or write an OEQ where the student will identify and explain how the elements of a story or drama interact and affect other elements using evidence from the text and making a connection through the use of correct structure, grammar and mechanics.		
<p>Author’s choice: Why does it matter?</p> <p>What makes a story a “great” story?</p>	<p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p>	<p>RI.7.5-Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p>I can analyze a text and determine an author’s organizational structure. I can explain how authors organize text and how the individual parts of a text (e.g., sections, chapters, appendixes) contribute to the overall development of ideas.</p>	<p><u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, journal writes, lit letters, quick writes, etc. the student will explain and analyze how individuals, events</p>		<p>9.1.8. D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</p>

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	<u>Assessment Formative and Summative</u>	Inter-disciplinary Connections	21st Century Connections
					<p>and or ideas in a text affect one another and infer what would happen if an individual, event or idea were changed.</p> <p><u>Summative</u> Take a quiz/test (e.g., read passage and respond to a variety questioning techniques i.e. multiple choice, true false, short answer, etc.), create a project (e.g., illustration, poster, model, or computer generated work, etc.), or write an OEQ which explains and analyzes how individuals, events and or ideas in a text affect one another and infer what would happen if an individual, event or idea were</p>		

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
					changed using evidence from the text and making through the use of correct structure, grammar and mechanics.		
In what ways does creative choice impact an audience? Whose story is it, and why does it matter?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	RI.7.9-Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	I can recognize that authors present information differently based on their point of view. I can analyze how authors interpret and emphasize different evidence when writing about the same topic. I can compare (analyze the similarities) how two authors communicate the same topic. I can contrast (analyze the differences) how two authors communicate the same topic. I can describe how one author’s interpretation of a topic can be different from another author’s depending on the facts he/she chooses to emphasize	<u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, and journal writes, lit letters, quick writes, etc. the student will recognize, analyze, and compare/contrast differing authors’ points of view depending upon the facts that are emphasized.  <u>Summative</u> Take a quiz/test (e.g., read passage and respond to a variety	<b>SS</b> <b>6.2.8.B.4.e</b> Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills  9.1.8.B.1 Use multiple points of view to create alternative solutions

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	<u>Assessment Formative and Summative</u>	Inter-disciplinary Connections	21st Century Connections
					questioning techniques i.e. multiple choice, true false, short answer, etc.), create a project (e.g., illustration, poster, model, computer generated work, etc.) or write an OEQ that either compares or contrasts differing authors' points of view based on an informational reading using evidence from the text through the use of correct structure, grammar and mechanics.		
What do good researchers do? “Cut and Paste.” What’s the problem?	Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.7.7-Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	I can define research and distinguish how research differs from other types of writing. I can focus my research around a central question that is provided or determine my own research worthy question (e.g., <i>How did Edgar Allan Poe’s life experiences influence his writing style?</i> ). I can choose several sources (e.g., biographies, non-	<u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, journal writes, lit letters, the writing process		9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills  9.1.8.F.1 Demonstrate how

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	<u>Assessment Formative and Summative</u>	Inter-disciplinary Connections	21st Century Connections
				<p>fiction texts, online encyclopedia) and gather information to answer my research question.</p> <p>I can analyze the information found in my sources and determine if it provides enough support to answer my question.</p> <p>I can create additional focused questions that relate to my original topic to further investigate my research.</p>	<p>through quick writes and process papers, etc. the student will define, focus, and analyze research, choose sources, gather information to answer a research question and generate additional questions to further investigate my research.</p> <p><u>Summative</u> Write a research paper to answer a research question through the use of correct structure, grammar and mechanics.</p>		<p>productivity and accountability contribute to realizing individual or group work goals within or outside the classroom</p>
<p>What do good researchers do? “Cut and Paste:” What’s the problem?</p>	<p>Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.</p>	<p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>W.7.8-Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>I can determine the credibility and accuracy of a source by reviewing who wrote it, when it was written, and why it was written.</p> <p>I can use search terms effectively to gather information needed to supports my research.</p> <p>I can define plagiarism (using someone else’s words/ideas as my own).</p>	<p><u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, journal writes, lit letters,</p>		<p>9.1.8. E.3 Differentiate between explicit and implicit digital media messages, and discuss the impact on individuals, groups, and society as a whole.</p>

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	<u>Assessment Formative and Summative</u>	Inter-disciplinary Connections	21st Century Connections
				<p>I can determine when my research data or facts must be quoted (directly stated – “word for word”) in my writing.</p> <p>I can avoid plagiarism by paraphrasing (putting in my own words) and/or summarizing my research findings.</p> <p>I can follow a standard format for citation to create a bibliography for sources that I paraphrased or quoted in my writing.</p>	<p>the writing process through quick writes and process papers, etc. the student will define, focus, and analyze research, choose sources, gather information to answer a research question and generate additional questions to further investigate my research.</p> <p><u>Summative</u> Write a research paper to answer a research question through the use of correct structure, grammar and mechanics.</p>		
<p>What makes collaboration meaningful? Making meaning from a variety of sources: What will help?</p>	<p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p>	<p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</p>	<p>SL.7.2- Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under</p>	<p>I can identify the main ideas and supporting details presented in a variety of media and formats (e.g., charts, graphs, tables, websites, and speeches).</p> <p>I can explain how the ideas found in media and formats clarify the meaning of a topic, text, or issue.</p>	<p><u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic</p>	<p>SS 6.2.8.B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological</p>	<p>9.1.8. E.3 Differentiate between explicit and implicit digital media messages, and discuss the impact on individuals, groups, and society as a whole.</p>

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	<u>Assessment Formative and Summative</u>	Inter-disciplinary Connections	21st Century Connections
			study.		<p>organizers, peer to peer activities, checklists, etc. the student will identify and clarify information and use the appropriate media component or visual display for presentation.</p> <p><u>Summative</u> Create an informative presentation using the appropriate media component (e.g., technological or physical presentation component.)</p>	innovations, and the sustainability of ancient river valley civilizations	

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
Why do the rules of language matter? Communicating clearly: What does it take?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>L.7.1</b> -Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	I can define phrase (a group of words that functions as a single part of speech) and clause (a group of words that contains a subject and a verb; may be dependent or independent) and state their function in specific sentences (e.g., prepositional phrase, adjective clause, adverb clause). I can use phrases and clauses to enhance my writing and/or speaking. I can identify simple sentence structures (one independent clause), compound sentence structures (two or more independent clauses), complex sentence structures (one independent clause and one or more dependent clauses), and compound-complex sentence structures (two independent clauses joined to one or more dependent clauses). I can choose different sentence structures to signal differing relationships among ideas. I can define misplaced modifiers (a word, phrase, or clause that is placed too far away from the word it modifies) and dangling modifiers (a word, phrase, or clause that modifies an unintended or non-existent word because of its placement in a sentence). I can identify and correct misplaced/dangling modifiers in my writing and/or speaking.	<u>Formative</u> Through a variety of classroom activities including but not limited to observations, the utilization of internet resources, graphic organizers, journal writes, lit letters, the writing process through quick writes and process papers, etc. the student will define, identify, choose and use a variety of types of phrases, clauses, and sentence structures.  <u>Summative</u> Write final versions of quick writes and process papers using a variety of types of phrases, clauses, and sentence structures through the use of correct structure, grammar and mechanics.		9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills  9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
<b>Unit V: Myths, Drama, and Poetry ADV: 4-5 weeks PRO: 5-6 weeks ASI: 6 weeks</b>							
What do good readers do? Am I clear about what I just read? How do I know?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	RL.7.3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	What do good readers do? Am I clear about what I just read? How do I know?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	
In what ways does creative choice impact an audience?  Whose story is it, and why does it matter?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	<b>POWER ANCHOR</b> RL.7.7-Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	I can explain the mental images that occur while reading (what I see and hear). I can compare (analyze the similarities) mental images I created while reading and the images presented in a media or staged version of the same text. I can contrast (analyze the differences) mental images I created while reading and the images presented in a media or staged version of the same text. I can identify various techniques used in media or staged versions of a text. I can analyze how various techniques used in media or staged versions of the text can add to or change the experience of the audience.	<u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, journal writes, lit letters, quick writes, etc. the student will explain and contrast and compare the visualizations he/she makes during reading with images presented in other media.  <u>Summative</u> Take a quiz/test (e.g., read passage and respond to a variety of questioning techniques		9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills  9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21st Century Connections
					i.e. multiple choice, true false, short answer, etc.), create a project (e.g., illustration, poster, model, computer generated work, etc.) or write an OEQ explaining the similarities and differences between the visualizations made during reading with images presented in other media using evidence from the text through the use of correct structure, grammar and mechanics.		
Author's choice: Why does it matter?  What makes a story a "great" story?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	RI.7.6-Assess how point of view or purpose shapes the content and style of a text.	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	I can define point of view as how the author feels about the text. I can determine an author's point of view (What do I know about the author's opinions, values, and/or beliefs?) and explain his/her purpose for writing the text.  I can analyze how an author distinguishes his/her position as different from others by revealing his/her own thoughts, feelings, actions, and/or spoken words.	<u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, and journal writes, lit letters, quick writes, etc. the student will define, determine, explain, and analyze an author's point of view.	<b>SS</b> <b>6.2.8.D.4.b</b> Analyze how religion both unified and divided people	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills  9.1.8.F.1 Demonstrate how productivity and accountability contribute to

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
					<u>Summative</u> Take a quiz/test (e.g., read passage and respond to a variety questioning techniques i.e. multiple choice, true false, short answer, etc.), create a project (e.g., illustration, poster, model, computer generated work, etc.) or write an OEQ that explains an author's point view based on an informational reading using evidence from the text through the use of correct structure, grammar and mechanics.		realizing individual or group work goals within or outside the classroom
In what ways does creative choice impact an audience? Whose story is it, and why does it matter?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	RI.7.7-Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	I can explain how informational text is presented in formats (e.g., audio, video, multimedia) other than words. I can compare (analyze the similarities) a text and an audio, video, or multimedia version that portrays the same subject. I can contrast (analyze the differences) a text and an audio, video, or multimedia version that portrays the same subject.	<u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, and journal writes, lit letters, quick writes, etc. the student will define, determine, explain, and analyze an author's point of view.		9.1.8.E.3 Differentiate between explicit and implicit digital media messages, and discuss the impact on individuals, groups, and society as a whole.  9.1.8.E.4 Determine the undesired

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
				I can analyze how various mediums (techniques) used in audio, video, or multimedia versions of a text can add to or change the way the subject is portrayed to an audience.	<u>Summative</u> Take a quiz/test (e.g., read passage and respond to a variety questioning techniques i.e. multiple choice, short answer, etc.), create a project (e.g., illustration, poster, model, computer generated work, etc.) or write an OEQ that explains an author's point view based on an informational reading using evidence from the text through the use of correct structure, grammar and mechanics		consequences of unethical uses of media
What do good writers do?  What's my purpose and how do I develop it?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.7.1-Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate,	I can identify a topic that causes or has caused a debate in society. I can choose a side of the argument and identify reasons that support my choice. I can determine the credibility of a source (who wrote it, when it was written, and why it was written) and the accuracy of the details presented in the source. I can support my argument with textual evidence	<u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, the writing process through quick writes and process papers, etc. the student will identify a topic that causes or has caused a debate in society, choose a side	<b>SS</b> 8.5.1. B.3: Use qualitative and quantitative evidence to develop evidence-based arguments.	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills  9.1.8.F.1 Demonstrate how productivity and accountability contribute to

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
			credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s) reasons and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the supports of the argument presented.	(“word for word” support) found in credible sources. I can present my argument in a formal style that includes an introduction, supporting details with transitions, and provide a concluding statement/section that supports my argument.	and identify reasons to support it, determine the credibility of a source and its details, support with textual evidence through the use of direct and paraphrased quotes the argument, locate alternate and/or opposing claims of an argument and present an argument in a formal style including introduction, supporting details with transitions, and a conclusion.  <u>Summative</u> Write a process paper that supports or refutes a debate topic through the use of correct structure, grammar and mechanics.		realizing individual or group work goals within or outside the classroom
What do good researchers do? “Cut and Paste:” What’s the problem?	Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites	Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.7.9-Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and	I can define textual evidence (“word for word” support). I can determine textual evidence that supports my analysis, reflection, and/or research. I can compose written responses and include textual evidence to strengthen my analysis,	<u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, the writing process through quick	SCI. 8.5.1.8.C.2 - [Cumulative Progress Indicator] - Revise predictions or explanations on the basis of discovering	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	<u>Assessment Formative and Summative</u>	Inter-disciplinary Connections	21st Century Connections
	information from multiple sources.		contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).	reflection, and/or research.	writes and process papers, etc. the student will identify a topic that causes or has caused a debate in society, choose a side and identify reasons to support it, determine the credibility of a source and its details, support with textual evidence through the use of direct and paraphrased quotes the argument, locate alternate and/or opposing claims of an argument and present an argument in a formal style including introduction, supporting details with transitions, and a conclusion.  <u>Summative</u> Write a process paper that supports or refutes a debate topic through the use of correct structure, grammar and mechanics.	new evidence, learning new information, or using models	skills.  9.1.8.B.1 Use multiple points of view to create alternative solutions

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
<b>Unit VI: Teacher's Choice ADV: 4-5 weeks PRO: 5-6 weeks ASI: 6 weeks</b>							
Author's Choice: What does it matter? What makes a good story a "great" story?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	POWER ANCHOR RL.7.6-Assess how point of view or purpose shapes the content and style of a text.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	I can classify the various points of view as: first-person (I), second person (you), third person (he, she, or it), third person limited (outside narrator knowing thoughts of one character), and third person omniscient (outside narrator knowing thoughts of all characters). I can analyze how an author develops the points of view of characters and narrators by revealing thoughts, feelings, actions, and spoken words. I can explain why authors choose different points of view in a text ( first person gives the reader insights into his/her own thoughts, second person draws the reader into the story by talking directly to them, and third person omniscient allows the reader to know all the thoughts of all characters). I can contrast the points of view of different characters or narrators in a text.	<u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, and journal writes, lit letters, quick writes, etc. the student will classify, analyze, explain and contrast the points of view of characters or narrators presented in a text.  <u>Summative</u> Take a quiz/test (e.g., read passage and respond to a variety questioning techniques i.e. multiple choice, true false, short answer, etc.), create a project (e.g., illustration, poster, model, computer generated work, etc.) or write an OEQ contrasting the differences between the points of view of	<b>SS 6.2.12. D.4.d</b> Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.  <b>SS 6.2.12. D.4.e</b> Compare how Allied countries responded to the expansionist actions of Germany and Italy.	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills  9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	<u>Assessment Formative and Summative</u>	Inter-disciplinary Connections	21st Century Connections
					<p>characters or narrators presented in a text using evidence from the text through the use of correct structure, grammar and mechanics.</p>	<p><b>SS</b> <b>6.2.12.D.4.g</b> Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of “total war”</p> <p><b>SS</b> <b>6.2.12.D.4.i</b> Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term</p> <p><b>SS</b> <b>6.2.12. A.4.d</b> Assess government responses to incidents of ethnic cleansing and</p>	

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
						genocide. consequences of genocide for all involved	
<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>How do I know?</p>	<p>Effective readers use a variety of strategies to make sense of the ideas and details presented in text.</p>	<p>RI.7.10-Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>I can recognize when the text I am reading is too easy or too difficult for me. I can choose reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that will help me comprehend difficult texts.</p>	<p><u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, journal writes, lit letters, quick writes, etc. the student will recognize the level of a text and effectively choose reading (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that strategies that will help student comprehension of difficult text.</p> <p><u>Summative</u> Take a quiz/test (e.g., read passage and respond to a variety questioning techniques i.e. multiple choice, short answer, etc.), or</p>	<p><b>SS</b> <b>6.2.12. D.4.d</b> Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.</p> <p><b>SS</b> <b>6.2.12. D.4.e</b> Compare how Allied countries responded to the expansionist actions of Germany and Italy.</p>	<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills</p> <p>9.1.8.D.2 Demonstrate the ability to understand inferences.</p>

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	<u>Assessment Formative and Summative</u>	Inter-disciplinary Connections	21st Century Connections
					<p>create a project (e.g., illustration, poster, model, or computer generated work, etc.) to evaluate student comprehension of difficult text.</p>	<p><b>SS</b> <b>6.2.12.D.4.g</b> Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of “total war”</p> <p><b>SS</b> <b>6.2.12.D.4.i</b> Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term</p> <p><b>SS</b> <b>6.2.12. A.4.d</b> Assess government responses to incidents of ethnic</p>	

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
						cleansing and genocide. consequences of genocide for all involved	
<p>What do good writers do?</p> <p>What's my purpose and how do I develop it?</p>	<p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.7.3-Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques such as dialogue, pacing, and description, to techniques, such as develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses</p>	<p>I can define narrative and describe the basic parts of plot (exposition, rising action, climax, falling action, and resolution).</p> <p>I can engage the reader by introducing the narrator, (first, second or third person point of view), characters, setting (set the scene), and the event that starts the story in motion.</p> <p>I can use narrative techniques to develop (dialogue, pacing, and descriptive) to develop a story line where one event logically leads to another.</p> <p>I can use descriptive words and phrases that appeal to the senses, capture the action, and help my reader understand the experiences and events (visualize).</p> <p>I can signal changes in time and place by using transitions words, phrases, and clauses.</p> <p>I can write a conclusion that reflects on the</p>	<p><u>Formative</u></p> <p>Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, the writing process through quick writes and process papers, etc. the student will define narrative, engage reader by introducing narrator that introduces setting and events, uses dialogue, pacing and description to develop a logical story line, use sensory details to engage the reader and create visualizations, signal changes in time and place with transitional words, phrases and clauses, write logical conclusion that reflects on the</p>		<p>9.1.8.A.1</p> <p>Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills</p>

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
			to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	experiences/events and provides a sense of closure (ties up all the loose ends and leaves the reader satisfied).	experiences/events and provides a sense of closure.  <u>Summative</u> Write a narrative quick write using correct structure, grammar and mechanics.		
What makes collaboration meaningful? Making meaning from a variety of sources: What will help?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.7.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or studied required material; explicitly draw on that	I can review the required material to be discussed and determine key points and/or central ideas. I can create questions and locate key textual evidence to contribute to a discussion on the given topic, text, or issue. I can define the roles and rules necessary for collaborative discussion. I can come prepared with key points and textual evidence to contribute to a discussion. I can track the progress of a discussion and recognize	<u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, peer to peer activities, checklists, etc. the student will identify and clarify information and use the appropriate media component or visual display for presentation.	SCI. 8.5.1.8.D.1 - [Cumulative Progress Indicator] - Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences	9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
			<p>preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>when the discussion is getting off-topic.</p> <p>I can participate in a discussion by posing questions, responding to questions, and elaborating on my own ideas and/or the ideas of others.</p> <p>I can make relevant observations and use my ideas and comments to bring the discussion back on topic.</p> <p>I can review the key ideas presented by others in a discussion and integrate them with my own when warranted (appropriate).</p>	<p><u>Summative</u></p> <p>Create an informative presentation using the appropriate media component (e.g., technological or physical presentation component.)</p>		
<p>What makes a presentation "great"?</p> <p>"What I say" versus "how I say"</p>	<p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an</p>	<p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>SL. 7.6- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See</p>	<p>I can identify various reasons for speaking (e.g., informational, descriptive, formal, informal).</p> <p>I can determine speaking tasks that will require a formal structure.</p> <p>I can compose a formal</p>	<p><u>Formative</u></p> <p>Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic</p>	<p>SCI. 8.5.1.8.D.1 - [Cumulative Progress Indicator] - Engage in multiple forms of</p>	<p>9.1.8.A.1</p> <p>Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and</p>

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	<u>Assessment Formative and Summative</u>	Inter-disciplinary Connections	21st Century Connections
it", does it really matter?	audience via the use of visual displays, technology, and appropriate use of language.		grade 7 Language standards 1 and 3 for specific expectations.)	speech that demonstrates a command of grade 7 Language standards.	organizers, peer to peer activities, checklists, etc. the student will identify a variety of reasons for speaking (e.g., information, descriptive, formal, and informal) and determine speaking tasks that will require a formal structure, compose a formal speech.  <u>Summative</u> Create a formal speech that demonstrates a command of grade 7 Language standards.	discussion in order to process, make sense of and learn from others' ideas, observations, and experiences	problem-solving skills  9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom

Hillsborough Township Public Schools  
Grade 7

LAL Curriculum Map

<p>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what I don't know?</p>	<p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p><b>L.7.6</b>-Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>I can recognize the difference between general academic words and phrases (Tier 2 words are subtle or precise ways to say relatively simple things, e.g., saunter instead of walk.) and domain-specific words and phrases (Tier 3 words are specific to content knowledge, e.g., lava legislature, carburetor). I can acquire and use grade-appropriate academic and domain-specific words/phrases to increase comprehension and expression.</p>	<p><u>Formative</u> Through a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, journal writes, lit letters, the writing process through quick writes and process papers, etc. the student will recognize, acquire and use grade appropriate academic and domain specific words/phrases to increase comprehension and expression.</p> <p><u>Summative</u> Take a quiz/test (e.g., read passage and respond to a variety questioning techniques i.e. multiple choice, short answer, etc.) or create a project (e.g., illustration, poster, model, or computer generated work, etc.) to evaluate student comprehension of academic and domain specific words.</p>		<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills</p> <p>9.1.8.D.2 Demonstrate the ability to understand inferences.</p>
--	--	--	--	---	---	--	--